| Week 1 | Monday: Day 1 | Wednesday: Day 2 | Thursday: Day 3 |
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| Lesson Title: | Dreams & Reality | OM&M Introduction | OM&M: Treatment of Handicapped |
| Lesson Plan: | RT: Dress like a migrant worker  10 min. BW   20 min. GD Background Info: PPT lecture & Video  -Students notes will be collected for participation  15 min. GD Slang Terms TPS:  - 5 min. Guess what slang terms mean & share   * 10 min. Discuss real definitions as a class   45 min. "To a Mouse" by Robert Burns  -Analysis and Worksheet; foreshadowing practice  RL.9-10.2 | 10 min. BW  3 min. "N word" discussion  -Students can ask questions and express concerns  45 min. Read Ch. 1  *Of Mice and Men*  30 min. Make predictions about Lennie  -use 5 quotes from Ch. 1  -Using clues from the text, compose a 1-2 sent. statement that tells what you predict about Lennie.  -Share 1 quote and your prediction aloud in class.  RL.9-10.4 | 10 min. BW   30 min. Read Ch. 2 OM&M  20 min. Discuss Ch. 2 & original Lennie predictions (as class) -individually: state how the text confirmed or changed your view on Lennie (using pg. numbers)  20 min. Read & Respond to "New Deal" article  -How treatment for handicapped changed  -How did this affect Lennie?  -How does this seem to affect the plot of the story?  -HW: Research the symptoms of Lennie's handicap (must cite text). How does that affect his abilities; what is he unable to do?  5 min. *I am Sam*  clip  RI.9-10.9 |
| Grading Info: | \*GD Notes Due\*  \*ES: "To a Mouse"\* | \*TPS Slang Terms Due\*  \*ES: Lennie Predictions\* | \*Hand back Lennie Predictions\*  \*Collect Ch. 2 Lennie discussion statements\* |

| Week 2 | Monday (Day 4) | Wednesday (Day 5) | Thursday (Day 6) |
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| Lesson Title: | OM&M: Poverty | OM&M: Dreams & Goals | OM&M: Presence of Death |
| Lesson Plan: | 10 min. BW: Is the minimum wage enough to survive on? What plan would a family need to have if there were no other options? Could you have a plan?  35 min. R&R: *New York Times': Upfront Magazine* "Teens & Minimum Wage" -IR -Students state opinions (Agree? Disagree? Why?) -How does this affect you? -How/Can it be changed? If not, how can you plan?  40 min: "The Working Poor" Budget Activity  -Work in pairs  -Budget expenses for family of four for a day  -Answer questions about your decision making  HW: How did this activity change or confirm your response to the *Upfront* article? Use quotes from the text in comparison/contrast to your activity.  -2 paragraphs  RI.9-10.8 | 10 min. BW: IYW--Vocabulary Grammar & Context   10 min. Comprehensive Quiz over Ch. 1&2  15 min. Idioms: Then & Now  -Explain definition of *idiom*  -Silently predict what each idiom means  -Prepare to share examples with entire class if your name is called  -Class will then receive the correct meaning to each idiom  -In pairs, think of 5 idioms we use today  30 min. SS: The American Dream  -Class discusses their perception of AD  -How it has changed  -Keeping up with Jonses v. Keeping up with the Kardashiashians  -Excess & Status  -Each student must make 2 contributions: jot down your thoughts and mark which ones are shared aloud (Summative)  W.9-10.1 | 10 min. BW: How do you perceive death (death of a pet, someone you don't know, family member)?  Necessary, painful, part of reality, preventable?   35 min. Vocabulary Review Box  -Each box has: vocab word, definition, part of speech, sentence w/ context clues, picture describing vocab word  5 min. Announce vocab test  -expectations  -content  -questions?  30 min. Read: Part 1 of Chapter 3  L.9-10.4a&b |
| Grading Info: | \*New Deal RR Due\*  (Summative) | \**Upfront* & "Working Poor" responses & activities due\* (Formative)  \*Quiz\* (Formative)  \*ES: Idioms\* (Summative)  \*SS Participation\* (Summative) |  |

| Week 3 | Monday (Day 7) | Wednesday (Day 8) | Thursday (Day 9) |
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| Lesson Title: | OM&M: Rooted in Reality | OM&M: Rooted in Reality (Theme) | OM&M: Rooted in Reality (Theme) |
| Lesson Plan: | 10 min. BW  5 min. Study time for vocab quiz  15 min. Vocab quiz (Formative)  30 min. Read: Part 2 of Ch. 3  25 min. Discussion: Ch. 3 (accompanied by written response)  -What issues have arisen for the characters?  -What harsh realities do they face (think of previous discussions & topics)?  -What tactics could help solve their problems? Or can they be solved?  (Summative)  SL.9-10.1 | 10 min. BW  25 min. Read Ch. 4  10 min. Comprehensive Quiz for Ch. 3 & 4  35 min. Theme Discussion  \*\*Copy & Past instructions\*\* (Summative)  RL.9-10.2 | 10 min. BW: What kind of a statement is the author trying to make about a human issue?  Theme Discussion (continued)  -Use ALL texts to find the major themes of the novel  -Share findings with class  -Pick 2 themes and discover/predict author's message  RL.9-10.2 |
| Grading Info: | \*Vocab Box Due\*  (Formative)   \*Discussion Qs Due\* (Summative)  \*Vocab Quiz\* (Formative) | \*ES: Theme notes\*  (Summative) | \*Return Theme notes\*  \*ES: Theme activity due\* |

| Week 4 | Monday (Day 10) | Wednesday (Day 11) | Thursday (Day 12) |
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| Lesson Title: | Discovering Reality |  |  |
| Lesson Plan: | 10 min. BW  25 min. Realism Lecture & Discussion  -Students must take notes; notes will be collected.  15 min. Realism DQ activity to ensure understanding  -Model  -Look for characteristics in OM&M and other texts  30 min. Read: Ch. 5  RL.9-10.2 | 15 min. BW: Watch clip from *Dexter* about euthanasia and respond.  20 min. Read case about Terri and Michael Schivo  -use WS to help guide response  -Discuss reactions and opinions  30 min. Read: Ch. 6  -Discuss reactions and opinions  -Did your opinion about the justification of death change from *Dexter* or Terri Schaivo?  20 min. Kohlberg's Moral Reasoning: Part II  \*\*Copy paste notes\*\* -Forward and Counter for 2 rounds  -Determine the level of moral reasoning for yourself, Michael Schaivo, and the characters who committed murder.  (HW if not finished)  W.9.10a | 10 min. BW   45 min. Video: *The Death Doctor* (Jack Kevorkian documentary)  20 min. Lecture: Foreshadowing PPT  -Students must take notes; notes will be collected  10 min. Complete Kohlberg WS for Kevorkian  W.9-10a |
| Grading Info: | \*Realism notes due\*  (Summative) | \*Return realism notes\* | \*ES: Kohlberg WS due\* (Summative) |

| Week 5 | Monday (Day 13) | Wednesday (Day 14) | Thursday (Day 15) |
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| Lesson Title: |  |  |  |
| Lesson Plan: | 10 min. Collect BW  10 min. Announce final exam -State expectations -Answer logistical questions  50 min. Review for exam & complete any unfinished assignments  \*Review is homework if not finished\* | 10 min. Study time for exam & last minute questions  Take exam for remainder of class period | 30 min. Take Multiple Intelligences Test & Discuss Results  15 min. Project Reveal  20 min. Meet with others who share multiple intelligence and discuss the project  15 min. Q&A about expectations about YOUR project  10 min. Choose and finalize decision by end of class |
| Grading Info: | \*Bellwork is due\* |  | \*ES: Final decision about project\*  \*MI Test due\* |

| Week 6 | Monday (Day 16) | Wednesday (Day 17) | Thursday (Day 18) |
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| Lesson Title: | Project Workshop | Essay Workshop |  |
| Lesson Plan: | 15 min. Project Workshop: Meet with others who have chosen project and compare ideas  Remainder of class time: Begin working on projects in class  RL.9-10.2 RL.9-10.3 SL.9-10.5 | 10 min. Laptops needed  10 min. Discussion of expectations for Invention day! What claim about your theme do you want to make? What do you believe the author's message to the reader is?  \*Brainstorm\*  Find 5 pieces of evidence from the novel to support your theme  Begin to form your 1 pg. paper  W.9-10.2 | Last day to finish projects, ask questions, and use resources.  Confirm the 3/4 mark with me...if students haven't met deadline, they must come in during advocacy  Entire class will be devoted to project work time  RL.9-10.2 RL.9-10.3 W.9-10.2 SL.9-10.5 |
| Grading Info: | \*Notes about work ethic is summative\* | \*Notes about work ethic is summative\* | \*Students will confirm that 75% of their project is completed\* |

| Week 7 | Monday (Day 19) | Wednesday (Day 20) | Thursday (Day 21) |
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| Lesson Title: | Presentation Day | OM&M Video Viewing | OM&M Video Viewing |
| Lesson Plan: | Students will briefly present their projects to the class  Gallery Walk  SL.9-10.4 SL.9-10.5 | Part 1 of OM&M video  Take notes about differences in content and your emotions between film and novel.  RI.9-10.7 RL.9-10.7 | Part 2 of OM&M video  Discuss similarities & differences between novel and film. Does it alter your emotions?  RI.9-10.7 RL.9-10.7 |
| Grading Info: | \*Project porfolio due\* |  | \*Film notes due\* |

Abbreviation Key:   
RT: Reader’s Theatre

TPS: Think, Pair, Share  
BW: Bellwork   
ES: Exit Slip  
HW: Homework   
IYW: I do, You do, We do  
RR: Reading Response  
SS: Socratic Seminar   
WS: Worksheet   
DQ: Discussion Questions